

Winter Issue

The C.A.U.T. *Bulletin*

A Publication

Of The

CANADIAN ASSOCIATION

OF

UNIVERSITY TEACHERS

C.A.U.T. MEMBER ASSOCIATIONS

<i>NAME OF ASSOCIATION</i>	<i>Date of Election</i>	<i>President</i>	<i>Secretary</i>
Faculty Association of the University of British Columbia	April	L. W. Shemilt	C. Belshaw
Association of the Teaching Staff, University of Alberta	April	D. B. Robinson	A. Elder
The Faculty Association, University of Saskatchewan	April	B. W. Currie	D. R. Cherry
United College Faculty Association	May	K. W. McNaught	W. A. Packer
Brandon College Faculty Association	April	W. D. Smith	R. L. Bennett
Association of the Academic Staff, University of Manitoba	April	C. Barber	E. Goldstine
The Faculty Association, University of Western Ontario	April	R. G. E. Murray	D. R. Ladd
McMaster University Faculty Association	April	J. D. Bankier	D. M. Shepherd
Faculty Association of the Ontario Agricultural College	May	J. G. Oughton	M. L. Wright
Faculty Association of the Ontario Veterinary College	May	J. P. Gilman	L. Lord
Association of the Teaching Staff, University of Toronto	January	C. R. Myers	R. M. Baxter
Queen's University Faculty Association	April	D. Slater	G. Shortclife
Carleton University Academic Staff Association	April	J. M. Holmes	B. Wand
McGill Association of University Teachers	November	E. M. Counsell	P. F. McCullagh
Sir George Williams Association of University Teachers	April	J. O'Brien	J. Bordan
Bishop's Association of University Teachers	April	A. W. Preston	A. J. Motyer
Association Générale des Professeurs de l'Université de Montréal	April	P. Dansereau	P. Martineau
Association des Professeurs de Carrrière de l'Université Laval	March	R. Tremblay	L. P. Amiot
Association of University of New Brunswick Teachers	April	W. S. MacNutt	Al McAllister
Acadia University Faculty Association	May	H. F. Sipprell	Miss H. Beals
Faculty Association of Dalhousie University	October	C. B. Weld	H. F. Aikens
Faculty Association, St. Francis Xavier University	April	W. Kontak	E. A. Secco
Memorial University of Newfoundland Teaching Association	October	T. C. Noel	A. M. Young A. B. Little
Faculty Assoc., Waterloo College			F. Martens
Faculty Assoc., Victoria College (B.C.)			

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THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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**EDITORIAL
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F. S. HOWES, *Editor-in-Chief*
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H. G. FILES
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APARTHEID AND THE UNIVERSITIES

Editorial

WHAT IS THE USE?

'What is the use of teaching the Bantu child mathematics when it cannot use it in practice? That is quite absurd . . . Education must train and teach people in accordance with their opportunities in life, according to the sphere in which they live. . . . Racial relations cannot improve if the wrong type of education is given to Natives. . . . Above all, good racial relations cannot exist when the education is given under the control of people who create wrong expectations on the part of the Native himself, expectations which clash with the possibilities in this country. It is therefore necessary that the Native education should be controlled in such a way that it should accord with the policy of the State. . . .'

Dr. Verwoerd, Minister of Native Affairs, speaking in the South African Parliament. (Hansard, 14-18th September, 1953).

For the last ten years, the government of the Union of South Africa has achieved a dubious fame by its attempts to translate into action its special contribution to political theory, the doctrine of apartheid, or segregation of the races. This garish doctrine has aroused general distaste outside the Union, and has provoked courageous protests from within it. The Nationalist government has recently introduced a piece of legislation — the Separate University Education Bill — which threatens to destroy the integrity of the South African universities. At the annual meeting of the Canadian Association of University Teachers in Ottawa last June a resolution was passed condemning this legislation. A similar resolution was passed by the delegates attending the National Conference of Canadian Universities.

The purpose of the bill is simple. It proposes to impose complete segregation on the South African Universities, thus effectively denying in South Africa the possibility of university education to all except those of European race. For the South African government proposes to restrict

higher education for non-Europeans to subordinate and therefore second-rate institutions. In such institutions the council of the college is appointed by the Governor General of the Union; the Principal and other members of the Senate are the appointees of the Minister of Native Affairs; and students are admitted only in the discretion of the Minister. It is further provided that any member of these institutions of learning (staff and students alike) can be dismissed by the Minister for a variety of "offences" including criticism of a government department. One of the first casualties of this new policy will be the University College at Fort Hare in the Cape Province, which since its inception in 1916 has gradually become an independent and worthy centre of higher education for the non-white inhabitants of the Union.

To condemn non-whites in South Africa to a system of education which is designed to perpetuate their position as subordinate races in rigidly government-controlled native colleges is wholly bad. Equally bad is the proposal to prevent the entry of non-Europeans to the only two South African universities which at present admit both white and non-white students on a basis of equality. The only two which are wholly "open" in this sense are the Universities of Capetown and Witwatersrand. The University of Durban admits non-white students only to its segregated branch at Pietermaritzburg, while Rhodes University admits non-whites only as research workers. The Afrikaans-speaking universities (Orange Free State, Potchefstroom, Pretoria and Stellenbosch) do not admit any non-white students.

The consequences of this policy are clear enough. The government has arrogated to itself the right to tell the universities whom they shall admit and what they shall teach. It strikes at the heart of the principle of "open" education, which provides education to qualified entrants regardless of race, creed or social origin. It proposes to set up for non-white students second-rate institutions which cannot ever acquire a mature and respected academic status. It is more than a destructive blow at higher education in South Africa. It threatens the whole university community and therefore concerns us all.

SIX YEARS OF SALARY PROGRESS

Editorial

The C.A.U.T. is six years old. During its lifetime (1950-51 to 1956-57) university teachers have secured salary increases which, as can be seen from the table on page 28, have been substantial. These gains offer evidence of the service which the C.A.U.T. performs.

It is evident from the schedule of median salaries for 1956-7, however, that the Association's job has just begun. In the first place, of the 40.4% increase in salaries obtained by the average university teacher, only part is a real gain; the rest has been absorbed by higher prices and increased income tax payments. In the middle of 1950, the index of consumer prices stood at 102; by July 1957 prices of consumers' goods had increased to 121.9. This means, for example, that the average associate professor, whose salary in current dollars has increased from \$4612 to \$6343 (an increase of 37.5%), has had an increase in terms of 1950 dollars of less than \$700, since his salary has risen in real terms from \$4612 to \$5303 — an increase of only 15%.

In interpreting the percentage increases shown in the table we must remember that salaries in the base period 1950-51 were low, and a small gain on a small base will show a relatively large percentage increase. Furthermore, the use of medians obscures to some extent the wide range of salaries. There are depressed areas and depressed institutions where the money gains secured by the university teachers have not kept up with the increases in the cost of living. These regional and local "depressed areas" present another challenge to the C.A.U.T.

Another reason for not becoming overly complacent because of the salary gains achieved in recent years is the fact that one of the major tasks of the Association is to improve the relative position of the university teacher in the community. As has been proven many times, the university teacher's relative position has actually fallen during the past few decades. This is a situation which must be correct-

ed if the university teacher is to maintain a responsible, respected position, and if the university is to attract and retain outstanding people. Unfortunately there is no indication that any progress has been made in the past six years towards recapturing for the university teacher a financial standing commensurate with his ability, his training and his responsibilities.

During the six years under review, personal income per capita of all Canadians increased from about \$950, the rate established in the third quarter of 1950, to over \$1425 in the second quarter of 1957. This increase of 50% is considerably in excess of the increase shown by university teachers of any rank in any region of the country. In terms of his relative position, these figures indicate that the university teacher in 1957 is poorer in relation to the rest of the community than he was in 1950.

The C.A.U.T. in the future will have to concentrate much of its attention on the relative position of the university teacher in the community. The continuing decline in the relative financial position of those who teach in universities must inevitably be accompanied by a loss of prestige and influence. The primary crisis in education at the present time is that universities cannot compete financially with government and industry for the best men.

THE CANADA COUNCIL BEGINS

Statement by

The Honourable Brooke Claxton, P.C., D.C.M., Q.C., B.C.L., LL.D.
At the First Meeting of The Canada Council
Held in the Parliament Buildings
Ottawa, April 30, 1957

Ninety-five years ago, and five years before Confederation, the most eloquent of the Founding Fathers of our country, Thomas D'Arcy McGee, made a speech on Canadian nationality. These are some of the prophetic and inspiring words which he then spoke:

"All we have to do is, each for himself, to keep down dissensions which can only weaken, impoverish and keep back the country; each for himself do all he can to increase its wealth, its strength and its reputation; each for himself — you and you, gentlemen, and all of us — to welcome every talent, to hail every invention, to cherish every gem of art, to foster every gleam of authorship, to honour every natural gift, to lift ourselves to the level of our destinies, to rise above all low limitations and narrow circumscriptions, to cultivate that true catholicity of spirit which embraces all creeds, all classes and all races, in order to make of our boundless province, so rich in known and unknown resources, a great new Northern nation."

These words were said when we were a very small people setting out to tame for man's use and happiness one of the most spacious and rugged frontiers in the whole world. What art and literature we had was largely derived from our ancient motherlands. We had not yet learnt "that the consciousness that an art has grown up to maturity, from the very ground we are treading, and is bearing its blossom and its fruit all around us, is something different from the feeling that it has been brought to us from a very long way." We were then by all material standards a poor country.

D'Arcy McGee's words have a new power and a new inspiration for his fellow-citizens of today who feel the mighty upsurge of Canada in the present miraculous growth of her material strength and the self-reliant recognition of our own national being and unity. We can look ahead with the Gordon Commission to 1980 when we may have a population of 28,000,000 and a gross national product of \$74 billion. We can count our blessings because we live in a wonderful land — a rich land — and we are living here at a most fortunate time.

But this amazing growth which holds the promise of yet greater prosperity and much more leisure poses its own problems. Life and business are likely to become very much more complex. People will need higher skills to manage themselves, to control their environment and to use their machines.

All this points to the need for more education — more training of engineers, scientists and businessmen, and broader education for educationists and artists and humanists, of thinkers — all to give us an enlarged ability to deal with our material environment and a greater capacity for making the best use of the leisure time it seems we will likely have.

We have long felt that material things cannot alone make a great nation. As we press forward all along the line on the material front we must hope to advance too, on the spiritual front, advance in our artistic expression as a nation, advance so that we can "lift ourselves to the level of our destinies."

To do this we shall all need to make our contribution . . . business, labour, Church, education, press, radio and TV, Government . . . all Canadians.

To help meet this challenge, the Parliament of Canada has allocated to The Canada Council funds totalling a hundred million dollars. Fifty million dollars of this forms the University Capital Grants Fund. Interest and capital are to be spent over ten years in helping to pay for the additional space in university buildings we require to meet the growing need for university graduates. Parliament has said that grants from this are to be made on a basis proportionate to the population in each province and that they are to be matched on a dollar for dollar basis with money raised by the universities themselves. It will be the duty of the Council which represents all Canada to implement this with the utmost fairness and efficiency.

The other fifty million dollars is in the Endowment Fund. It is most important that the public of Canada should understand what this Fund is, and the broad principles that will guide the Council in its use. As the name "Endowment Fund" implies, only the revenue of this Fund is to be spent and at current interest rates the investment of the \$50 million should bring in something over \$2 million a year. Parliament has said that this money is to be used "to foster and promote the

study and encouragement of, and the production of work in, the arts, humanities and social sciences."

The Canada Council is the controlling body appointed to administer these funds for the purposes I have mentioned. The Council consists of seventeen men and four women drawn from every province in Canada. For the most part they are not specialists. A moment's consideration will make plain the reason for this. No working board would be big enough to hold even a sample of the leading workers in all the various branches and schools of the arts, humanities and social sciences. And in the end it would, I imagine, be necessary to call in some people who were not specialists to make the decisions as to how much should go to whom and for what. The first members of the Council are generally recognized as being men and women of broad interests and wide experience. Among the many things they have in common is that they are all very busy people and they have accepted the government's invitation to undertake this venture because they regard it as important.

It will call for insight and perception to get the best value to the country from expenditures on the arts, humanities and social sciences. These are subjects which today receive least help from public and private benefactions, and yet to a great degree they determine what kind of people we are, what kind of lives we lead and what use we make of ourselves, of our times and of our country.

What is meant to be included in the expression "the arts" is laid down in the act of incorporation. There it is said that the arts includes:

"architecture, the arts of the theatre, literature, music, painting, sculpture, the graphic arts, and other similar creative and interpretative activities."

which is certainly broad enough.

I gather that it was not the intention of either the Massey Commission or of Parliament that the subject "humanities" should be interpreted in the narrow meaning of "classical studies," but should include all the broadly cultural subjects which are covered in a university curriculum — not only the classics — but also philosophy, history, logic, literature, rhetoric, mathematics and languages. This famous definition has often been quoted and approved:

"For the essence of humanism is the belief that nothing which has ever interested living men and women can wholly lose its vitality — no language they have spoken, no oracle beside which they have hushed their voices, no dream which has once been entertained by actual human minds, nothing about which they have ever been passionate, or expended time and zeal."

The "social sciences" may be taken to cover most of what is involved in human relationships and to include economics, psychology, sociology, political science, geography and law.

The enumeration of subjects I have given is not intended to limit but to illustrate. It will be the job of the Council to interpret the three classes of subjects together so as to give effect to the Royal Commission's report and to the intention of Parliament.

The Canada Council also has another important role. It is intended to be the principal agency in Canada, apart from government, for dealing with the affairs of the United Nations Educational, Scientific and Cultural Organization (UNESCO) as well as to help with the external relations of Canada having to do with these subjects. This is a large order — one to be undertaken with a full sense of its importance but with also the realistic evaluation of the benefits likely to result from whatever part of the Council's resources we employ in this field. The part taken by the Canadian delegation at the UNESCO meeting last summer at Delhi, under the leadership of one of our own members, Mr. L. W. Brockington, brought out the fact that Canada can make a useful contribution in this group of seventy-nine nations which are working together believing that they can help men everywhere to a better understanding and a richer life.

The Canada Council is a new venture for Canada : new in that it is as a statutory operation originated by government: indeed in some respects The Canada Council is a new experiment in any field. In its details, however, it is familiar : we have numbers of ventures in education, the arts, humanities and social sciences: large sums are set aside. On research, scholarships, the CBC and other active organizations, the Federal government alone spends nearly \$60 million a year. Special bodies, like the learned societies, including the Social Sciences Research Council and the Humanities Research Council have been doing fine work for years. We shall draw help and experience from all this and build thereon. We shall study the methods of the great foundations and organizations in the United Kingdom and the United States. In the United States there are said to be 7,300 foundations, seven with assets of more than \$100 million. Yet it is estimated that less than 5% of all private benefactions come from foundations. No one should suppose that The Canada Council will take the place of public grant or private benefaction.

It is often an exhilaration for a Canadian to recall that the great Rockefeller foundations are said to have owed their initial planning to

a happy Canadian incident. One account of the story, probably apocryphal, is that John D. Rockefeller was once travelling with his most intimate adviser, Frederick T. Gates, in a private car across Canada. Gates was one of those men who wished that he had been a doctor. He found at the station bookstand in Montreal a recently published book by the famous Canadian, Sir William Osler, who came to be known as the "family physician of three nations — Canada, the United States and Great Britain." The book was "The Principles and Practice of Medicine." Gates, who had gone out for a walk, left his copy in the private car at Saskatchewan, and John D. Rockefeller picked it up and began to read it. He was so struck by the book itself and by a few of the sentences in it that then and there came to him the idea of setting up the Rockefeller Institute for Medical Research, which has done so much for humanity and the profession of medicine.

We have already been in touch with the Arts Council of Great Britain and the Carnegie, Ford, Guggenheim and Rockefeller Foundations. All have promised their help. Representatives of the Carnegie, Ford and Rockefeller Foundations will be with us tomorrow. We shall learn much from their experience; but the role of The Canada Council as set out in its act of incorporation is different from theirs, and the problems and opportunities in Canada are not precisely the same as the problems and opportunities in the United States or in the United Kingdom. We shall have to work out the policies and procedures to be followed by the Council so that they best reflect the aspirations and serve the interests of our country. To this end we shall consult our own people. Time is needed to earn income on the Endowment Fund and in the interval much thought will be given to plan the Council's operations.

I must not anticipate the decisions of the Council, but there are some things which I think I should say. There will not be enough revenue to meet all demands, and the Council will have to choose to support what appear to it to be the activities which are likely to do most to promote its objects. I doubt if everyone will agree with any of its choices or that anyone will agree with all of its choices.

The technicalities of science and engineering give the people administering grants to them comparative immunity from lay criticism. Not so with us. We shall be exposed to what Dean Acheson calls "the restless consciousness of competence to criticize when attention turns to the department of economics, history, law or religion" and one

might add the rest of the arts, humanities and social sciences. We shall be fair game for the critics.

I imagine that one of the Council's initial tasks in promoting the arts and humanities will be to discover (or help others to discover) and assist Canadian artists and thinkers of outstanding promise, men and women whose records and qualities suggest that they can and will proceed to higher and greater achievements if given the opportunity. Another object may well be the encouragement, training and assistance of university professors and other instructors in the fields of the arts, humanities and social sciences. As a general rule I do not suppose that the Council will itself commission directly the production of artistic works. The Canada Council should not be another art factory to compete with or cut across existing activities ; it should be a powerhouse to generate interest. Our duty is to support, encourage, supplement and give recognition to desirable and attainable objects, all within the broad terms of Parliament's mandate. And I hope that ways may be worked out for corporations and individuals to use the Council in connection with scholarship and other programmes into which they are entering on an increasing scale. The Council should be an agency where public assistance and private enterprise meet and mix and work together.

Some of the questions which are fundamental which the Council must tackle are :

1. How much of the revenue of the \$2 million from the Endowment Fund should be allocated to the arts, how much to the humanities and how much to the social sciences? Unless the money is arbitrarily divided into three, a decision as to this can only be arrived at after comparing the relative needs with the potential benefits.
2. How much should be allocated to the support of projects or organizations and how much to individuals?
3. What proportion of the assistance should be given on what might be called "a wholesale" basis, that is channelled through existing agencies, and what proportion directly to individuals?
4. To what extent should the Council commit itself to the support of an organization over a number of years?

To carry out its policies and directions the Council will have a small staff — at the start not more than about fifteen all told. And I hope that the staff will remain small in size but large in vision and that it will avoid the faults of so-called "bureaucracy". For specialist advice I expect that we shall look to advisory committees and panels

chosen from those who are engaged in the various fields of its activities rather than try to have our own expert in every field.

We are at the beginning of a typical Canadian venture — pioneering in another field, pushing back another frontier.

My colleagues and I are greatly honoured by the opportunity to serve our fellow citizens and to help in the encouragement and advancement of education and the creative arts in this land, a land which is not only welcoming to its citizenship the beneficiaries of most of the world's great heritages, but has high hopes that the citizens of Canada during the years before us may have much to contribute to the artistic treasure-house of all mankind.

We know that we can rely upon the continuing and enthusiastic interest and help of our fellow citizens. We on our part shall do our best to discharge the great and honoured trust which we have undertaken with humility and enthusiasm. I close on a note of caution. The Canada Council will be judged not by its words but by its works. And it will take some time — five years or more — before the results of our investment in the talents and promise of many different Canadians and in the future work of organizations can be expected to bring dividends, or to change the metaphor, before the cultivation of the fields of our work will show up in the bounty of their harvest.

REPORT ON THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

**Professor D. C. Murdoch,
University of British Columbia**

Membership policy of the AAUP in Canada.

A year ago I was elected to a three-year term on the Council of the AAUP. The first problem that I dealt with in this capacity was a request from the Washington office of that Association for some guidance as to what its policy should be in the matter of enrolling members and conducting operations in Canada in view of the fact that the CAUT has now been organized and is the logical agency for dealing with the problems of the Academic Profession in Canada.

After considerable correspondence with Professor Fowke and Professor McCready, I reported to the Council of the AAUP at its November meeting in Washington as follows:

- (i) Since it is important that the CAUT should be able to speak for the university teaching profession in Canada, any form of *competition* for members in Canada between AAUP and CAUT or for the affiliation of local organizations at Canadian universities should be avoided.
- (ii) Since the objectives of the two associations are similar, and since, for many obvious reasons, Canadians cannot be indifferent to what goes on in American universities, many of us may wish to support these objectives on both sides of the border. Provisions for dual membership should therefore be maintained and, indeed, in the interests of a wide exchange of ideas, information, and facilities, dual membership might even be encouraged.

The Council of the AAUP welcomed these suggestions and the future policy of the Washington office will be not to take the initiative in the formation of new chapters of the AAUP at Canadian institutions. Individual Canadian members will continue to be welcome in the American Association if they care to join.

Cooperation between CAUT and AAUP

I have discussed with Professor McCready the desirability and importance of cooperation between the AAUP and CAUT. Obvious preliminary steps such as correspondence between the officers of the two associations, arrangements for exchange of publications, and when possible, meetings between personnel, have already been taken. Professor McCready has asked me for further suggestions of what might be done. My first thought in this regard is that since the AAUP has been actively engaged for over forty years in the same type of work that the CAUT is now undertaking, we might learn a good deal from their experience. For example, I note from the current CAUT Bulletin that at least two Canadian institutions are studying problems of tenure. Problems of Academic Freedom and Tenure have been a main concern (perhaps *the* main concern) of AAUP for the past forty years. Its experience includes not only the formulation of general statements of the principles involved, but also their application to a very large number of cases of actual or alleged violation of these principles. While Canadian institutions will no doubt want to conduct their own studies and formulate their own rules, they would be foolish to ignore in this connection the tremendous amount of work that has already been done

by the AAUP. The AAUP Statement of Principles on Academic Freedom and Tenure are published in every spring issue of the AAUP Bulletin and should be brought to the attention of every local association affiliated with CAUT.

The AAUP committee on the economic status of the profession has for some years published in the Bulletin a biennial study of the salary scales at some forty-one representative institutions. These studies will continue and should be of interest to us in Canada. This committee has recently been revivified by the appointment of a new and dynamic chairman, Professor W. A. Neiswanger (Economics, Univ. of Illinois) and I think a good deal of effective work on the salary question can be expected from it. I believe that those officers of the CAUT and its local affiliates who are concerned with salaries should follow its activities closely through the pages of the AAUP *Bulletin*.

It seems to me, therefore, that it would be very much to the advantage of the CAUT if its officers, and also the officers of the local associations affiliated with it, were encouraged to familiarize themselves with the work being done in the United States by the AAUP. This could be done by encouraging each local association to subscribe to the AAUP *Bulletin* if it is not already available to them through individual memberships in the AAUP. I think we might also consider distributing our own CAUT *Bulletin* more widely in the United States. It is hardly feasible to send it to all AAUP chapters since there are over five hundred of these. However, if the executive council is interested in this idea I could obtain a selected list of, say, ten to twenty of the larger chapters to whom we might send copies of our *Bulletin* to see if any interest could be aroused. I am sure that CAUT's work on the salary question would be of interest to AAUP's committee on Economic Status and also to the AAUP chapters that are working in this field.

The Council for Financial Aid to Education

In April I attended the Annual Meeting of the AAUP in New York as well as council meetings before and after the annual meeting. I found a great deal of interest at these meetings since the profession in the United States has, of course, all the same problems that we have connected with salary scales, shortage of staff, overcrowding, and the prospect of sharply increasing enrolments. In addition, they have problems that have touched us in Canada very slightly or not at all. In this category are the problems of racial desegregation in the South and those connected with congressional investigations of "un-American

activities" in the universities and colleges. The latter problems have been faced courageously by the AAUP and are, happily, on the wane; the former I suspect, have scarcely begun.

I reported briefly to the AAUP council concerning the activities of CAUT in the salary field and I in turn learned a good deal of what is being done in this direction in the United States. At one session I heard a report from Dr. Wilson Compton, Chairman of the Council for Financial Aid to Education, on the activities of that organization. Since I believe this may have considerable significance for higher education in Canada, I would like to report briefly about it.

The Council for Financial Aid to Education was founded a few years ago by a group of business leaders "who have observed America's growing dependence on college-educated men and women and the increasing difficulties of financing higher education in the United States". Its board of directors includes sixteen business men and twelve educators. Its president is Dr. Wilson Compton, formerly president of State College of Washington. It is supported financially by four of the large foundations. It neither solicits nor distributes funds for aid to education. Its object is, rather, to educate the general public, and the business community in particular, concerning the great financial need of the institutions of higher learning, the dependence of American business upon them, and the ways in which financial help can best be given.

The Council is currently launching a national advertising campaign on a grand scale in pursuit of these objectives. Advertising space is being donated by several magazines of high circulation. For example, a full-page advertisement will appear in the July or August Readers Digest. Advertisements are already appearing in the New York subways and television and radio will be used as well. The theme of these advertisements is mainly to drive home the following facts:

1. The colleges and universities are over-crowded now
2. It is already difficult to find and retain adequate teaching staff
3. Enrolments will double by 1967
4. Our entire economic structure depends on increasing the supply of university-trained personnel.

It seems obvious that if this advertising were to cross the border, having first been adapted, if necessary, to the Canadian scene, it could be a very great factor in helping to solve our own problems. If a suit-

able body were set up in Canada to make the necessary arrangements, something of this sort might well be worked out. Perhaps foundation support could be obtained also in Canada for such an undertaking. Since I feel that this matter is well worth investigating I would like to make the following recommendation to the Executive Council:

That the Executive Council of CAUT recommend to the NCCU that a committee be set up to investigate the feasibility of extending the current advertising campaign of the Council for Financial Aid to Education into Canada and that if such extension is found to be feasible, the Committee be empowered to seek the necessary financial support for this project.

I have discussed this suggestion with Professor Gibson of U.B.C. who will be attending the June meetings of CAUT and NCCU. He has consented to raise the matter at NCCU and will arrange to have some literature from the Council for Financial Aid to Education on hand in Ottawa.

PRESIDENT'S REPORT

CAUT Annual Meeting, Ottawa, June 12, 1957

It is already a well-established custom in the CAUT that, on this one occasion each year when the membership of the association assembles, the officers should review the year's activities and report on them. I am happy to emulate my predecessors in this regard: the more so since the 12 months under review have, I think, on the whole been prosperous ones for our Association. If I am brief in this survey of them tonight you must not assume that I am not running for re-election. Rather you must put it down to the fact that all the major developments of the past year affecting our professional life and our Association's development have already been put fully before you in the pages of the *Bulletin*. And here at the outset let me say that I think we must count the appearance of two excellent issues of the *Bulletin* among the most significant gains of the past year. Professor Howes and the other members of the editorial committee at McGill have put us all greatly in their debt by the work they have done in providing the profession with a regular, printed organ — at once a vehicle for vital information, a means of report and communication and a journal of opinion.

If we look back over the past 12 months and ask ourselves what has happened to us, the university teachers of Canada, since last we met — what developments have affected the welfare and prosperity of the profession in which we have all invested so much, it will at once be clear that this has been a rather momentous year. Four major developments, I venture to think, have had a bearing of some magnitude on our position in the community. Let me remind you of them.

The first was the conference on Canada's Crisis in Higher Education which was held here in Ottawa last November under the sponsorship of the National Conference of Canadian Universities, — perhaps the most important conference of its kind ever held in this country, as the Prime Minister said at the time. I think that those of us who had the opportunity of attending the Conference on your behalf were entirely convinced that throughout the sessions and notably in the papers and in the conference resolutions full attention was given to forecasting the problems and difficulties which will beset teaching staffs in the heavy weather ahead, to the matters of recruitment and of salaries, and in general to the role which university teachers must undertake in the approaching period of rapid expansion. Let me remind you of the words of one of the resolutions which was passed unanimously by the closing session of the conference.

"Resolved that it is the opinion of the conference that in most departments and divisions of the member institutions the ratio of staff to students is even now lower than it should be for education of the highest quality and should not be allowed to fall still lower as the number of students increases and as competition with government and industries (and other countries) for highly qualified personnel becomes increasingly severe; every effort should therefore be made to make the educational profession more attractive through better salaries, and to encourage able young men and women to enter it."

The second significant development of the past year was the doubling, in effect, of the Federal Grant to Canadian universities and colleges. This step would have been of importance to all of us in any circumstances; but it was made all the more important to the university teachers of the country by the remarks of the Prime Minister when introducing the proposal in the House of Commons and by the whole tenor of the debate which followed. It was made abundantly plain by all who spoke that, while there were no strings attached to the government's grant and no thought of infringing the universities' autonomy, faculty salaries were Parliament's and the Government's first concern.

The Prime Minister was emphatic — even, a critic might say — long-winded on this point, and all who entered the discussion in the Committee of Supply echoed his thought in some degree. The outcome in faculty salary schedules for 1957-8 has in many respects been gratifying; improvements in salary scales or increases in the form of merit rewards have followed in universities and colleges across the Dominion. There yet remains, of course, much room for further improvements. This aspect of the matter will be put before you in a resolution a little later this evening.

Another major development in the past 12 months affecting the welfare of our profession was the Report of the Gordon Commission on Canada's Economic Prospects. That Report, like the NCCU's conference of mid-November, directed attention to the approaching crisis in the nation's institutions of higher learning and emphasized the fundamental importance of the recruitment of new staff if the mounting tide of enrolment is to be met.

A fourth significant development that comes close to us as a professional group was the recent establishment of the Canada Council. It is difficult at this point even to imagine how potent and extensive an influence, both direct and indirect, the Canada Council may exercise on the future of university teachers in this country. We may be confident that it will be both great and good and we, as one of the organizations that pressed for the creation of the Council, may fairly commend the Federal Government for its action and for the generous endowment with which the Council has been provided. We may well expect that the Council's aid will have a leavening effect on a score of learned and cultural societies of which, in other capacities, we are members. We may expect it to assist scholarly research with grants-in-aid; we may look forward to the inauguration of a national scholarship programme, and so on. We may also note with pleasure and anticipation that the Hon. Mr. Brooke Claxton said in his address at the opening session of the Council that "another object (of the Council's attention) will be the encouragement, training and assistance of university professors and other teachers in the fields of the arts, humanities and social sciences".

These four developments in our national life all have and will have in their several ways an influence of great magnitude upon the welfare of our profession. Taken together they suggest a significant change in the Canadian climate of opinion — a significant improvement in what

we may perhaps call our professional environment. The university teacher in Canada has, I think, rather brighter prospects before him today than he seemed to have when last our membership met a year ago in Montreal. The crisis of the universities may be a much less bitter experience as a result.

But lest you conclude that our fate is solely in the hands of others, I hasten to turn to the CAUT itself to a review of its activities in the past year. We have not been entirely idle while these events have been taking place in our world.

I have already mentioned the *Bulletin*. I count its appearance on a regular basis as perhaps the most significant step we have taken this year in the direction of creating a common outlook and consciousness among the university teachers of the country.

We may also point with considerable pleasure to the continued growth of the Association. In the past 12 months 6 faculty associations have affiliated themselves with us. The Executive Council approved the application of the University of New Brunswick Association last November, and two days ago the Faculty Associations of the Ontario Agricultural College, the University of Western Ontario, St. Francis Xavier University, Brandon College, and Bishop's University also joined us. These new recruits bring us welcome additions of both numbers and prestige. Our strength now stands at a total of 23 affiliated local associations and approximately 2600 individual members — an impressive development in the short space of 6 years. The growth of the Association may be expected to continue into the coming year. The Secretary and I are in touch with recently organized Associations of the staff at Ottawa and Assumption Universities and there are indications of developments in other directions as well. But already with a total of 23 branches and 2600 members we may justly claim to represent the university teachers of Canada. The steady appearance of new faculty organizations and their consistent desire to join the national Association is the best proof we could have that the CAUT is filling a need and that its services are worth developing. Nothing more, I feel sure, is needed in order to give us confidence in the validity and worth of the Association's efforts than the adherence of 6 more staff groups in the past 12 months.

We have endeavoured to represent the profession in a number of ways in the year just past. Professor René Tremblay of Laval and

myself represented the Association at the NCCU's Ottawa conference of last November and I was present on your behalf at the installation of Dr. Claude Bissell as President of Carleton University. We have maintained contact with other organizations which have interests akin to our own — with the American Association of University Professors, and the Association of University Teachers in the United Kingdom, with the National Federation of University Students, the Professional Institute of the Public Service of Canada, with the International Association of University Professors and Lecturers, with the World University Service of Canada, and with the Industrial Foundation on Education. I think you will be particularly interested to learn that the Association has been invited to take a share in planning one of the sessions of the Canadian Conference on Education which will meet here in Ottawa next February. This invitation and that of the NCCU for last November's conference are of great significance. Higher education in Canada is, I need hardly remind you, in a state of flux, and the next 10 years may well see more and greater changes than Canadian colleges and universities have known in a century before. New patterns are in the making and it is of the greatest importance that the teachers, and not only the administrators, should have a voice in the fashioning of Canada's educational future, in the expansion and reorganization of our institutions of higher learning. It is the conviction of the CAUT that the members of the teaching staffs have a contribution to make in these high matters of educational statesmanship. We therefore welcome especially these invitations that have come to us from these two conferences asking us to participate in their deliberations and assist in planning for the crisis.

Another step taken by the Executive Officers of the Association in the past year by way of promoting the good cause has been the issuing at intervals of CAUT Information Releases. Three considerations have prompted this enterprise. One was the desirability of distributing what we may call useful information of various kinds to the membership. Examples of this are the Report on Sabbatical Practice and Procedure in Canadian Universities, the Survey of Summer School Employment, D.B.S. salary statistics, and so on. We have hoped, moreover, to contribute to the development of a common professional outlook among our members by putting before them some of the vital statistics of the profession — statistics on distribution by ranks, on staff-student ratios, on the proportions of men and women staff, and so on. And, thirdly, we have hoped that we might by this means foreshadow,

however dimly, the outlines of a permanent national office for the Association and show what it might be expected to do for us all.

Turning to the Head Office project itself, there is, I regret to say, little to report. The principle of the thing has been approved by the majority of the local associations — by 14 of them in all. But it seems wise to make haste slowly in this matter. In the meantime the burden of the task of keeping the Association going and growing must fall heavily on a few and most notably upon our Secretary. His job involves considerable self-sacrifice. If I do not belabour the point here it is because I think we all realize how deeply the Association is in Dr. Lane's debt and also because this is a familiar feature of virtually every voluntary association in the country.

Another matter which must be noted in this review of the year's operations is the decision of the Executive Council to endorse certain statements of principle as official CAUT policy. Two such statements have now been approved. The first was "The National Salary Scale" of \$6, 8, 11, & 14,000 for the four academic ranks which was issued by the Council meeting of last November 11. Since that time inflation has taken another spurt and the floors of last November are already somewhat out of date. One is reminded here of that splendid aphorism of Lady Mary Wortley Montague: "The world being what it is, and will be, 'tis almost a duty to be rich". Perhaps the easiest way out of the difficulty presented by inflation would be for the Council to say quite simply that we must all be made rich and let it go at that; but the Council has not yet admitted defeat in its effort to meet the problem by means of floors designed to recover for university teachers what once they enjoyed in pre-war years. In any case, the significant point here is that the Executive Council of the Association has endorsed a salary policy in terms of specific minimum figures for each of the four academic ranks.

The Council went on from this courageous beginning in its meetings earlier this week to endorse a policy statement on another important matter — pensions. In this case the statement of pension principles will, it is hoped, serve as a programme of objectives for the guidance of local associations, for it prescribes what appear to be desirable characteristics of pension policy from the staff point of view.

I must also report to you, at least briefly, on the other activities of the Executive Council of the Association. You may recall that in his

address to this meeting a year ago Professor Fowke, who was then concluding his term as President, suggested that the incoming Executive give serious thought to the holding of semi-annual or even quarterly meetings of the Council as a regular policy. It appeared to him that the pressure of Association business was such that one Council meeting a year was quite inadequate. We have in the past year followed his advice and have reverted to the practice of holding two meetings of the Council. The first was an all-day session on November 11 last; the second, which has just been completed, ran through two full days. The doubling of the number of meetings and the lengthening of the second one has brought us little closer to Professor Fowke's goal, however. The growth of the Association's interests and activities has gone on apace and we are as far as ever from keeping up with it. All we can claim this June is that the members of the Council are more exhausted — some might say, more winded — than ever. If some of them fall asleep in the course of this meeting tonight, I hope you will make them comfortable.

The minutes of the November Council have already been circulated and published in the *Bulletin* and I need say nothing further of that meeting here. As for the Council meeting of this week, some resolutions from it will shortly be brought before you for approval.

A very capacious section of this report ought by right to be devoted to those who in a multitude of ways have rendered service in the cause this past year and all those who have put the officers and indeed all of us in their debt. I should particularly like to mention all those who have served on the Executive Council; Professor F. S. Howes and the members of the *Bulletin* editorial committee; Professor R. W. Thompson and the CAUT committee at McMaster University who drafted the CAUT pension policy statement; the Past-President and the Ex-Secretary who have been unfailing in giving counsel and advice; the secretaries of local associations for distributing our materials and making inquiries on our behalf. The number of such debts, great and small is myriad. To all who have helped the Treasurer, the Secretary and myself in the year past our hearty thanks.

H. W. McCREADY,
President, C.A.U.T.

TREASURER'S REPORT

Interim Statement of Cash Receipts and Disbursements October 16, 1956 - June 11, 1957

RECEIPTS

Cash on hand, October 16, 1956		\$955.78
Membership Fees:		
Arrears: 1954-55	\$ 20.00	
1955-56	102.00	\$122.00
Current (including \$1000 paid by UBC)	6600.15	6722.15
Advertising revenue		100.00
Miscellaneous		10.00
		\$7787.93

DISBURSEMENTS

Administrative Expenses:

Stenographic services	\$549.50	
Mimeographing services (McMaster University)	769.25	
Stationery	119.88	
Office supplies	99.07	
Postage	141.16	
Petty cash	48.24	
Telephone	4.10	\$1731.20

CAUT Bulletin:

Printing	1149.62	
Express charges	59.11	1208.73

Travel Expenses:

I.A.U.P.L. delegate (Summer 1956)	150.00	
Executive Council Meetings		
November	\$ 90.35	
June	120.00	210.35

Officers' Visits to Local Associations	44.70	405.05
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Sundry:

Executive Council Luncheon (Ottawa Nov. 11, 1956)	72.35	
N.C.C.U. Pensions (Offprint)	127.05	
N.C.C.U. Bulletin	2.00	
Fowke Brief (Offprint)	8.52	
Westdale Florists	12.00	
Universities Review (Library)	1.43	223.35
Total disbursements		3568.33
Cash on hand, June 11, 1957		\$4219.60

PERMANENT OFFICE FUND

October 16, 1956 — June 11, 1957

Cash on hand, October 16, 1956		\$2060.30
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Bank Interest:

November 30/56	\$21.45	
April 30/57	8.50	29.95

Cash on hand, June 11, 1957		\$2090.25
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THE NATIONAL PENSION POLICY

The following statement of principles was adopted as the official pension policy of the C.A.U.T. by the Executive Council of the Association which met in Ottawa, June 10-11, 1957. It is hoped that it will serve as a guide for local faculty associations that are concerned with pension plans.

OBJECTIVES:

The fundamental objective of a pension plan is to provide an adequate income after retirement. It is also desirable that pension plans at different universities be based, as far as possible, on a uniform set of principles and that they should present the minimum barrier to mobility of staff. In keeping with these general objectives the following specific recommendations are made.

PRINCIPLES:

1. The amount of the pension, taking the career teacher of 35 years' service as the norm, should be at least 60% of salary during the last year of regular tenure, and should be determined by a formula which will give higher percentages in cases of longer service.
2. All members of the teaching staff on regular appointment in a college or university should be required to come under the pension plan.
3. A staff member who comes under a pension plan after a waiting period should have the option of making retroactive payments for the immediately preceding year of full time service. The university should make its contribution so that the earned pension will be the same as it would have been if the member had been under the pension plan from the beginning of the preceding year.
4. The contributions both of the individual and of the university should be immediately and fully vested in the staff member.
5. As much uniformity as possible should be achieved in the pension plans of the universities. It is not essential that all pension plans be identical but it is desirable, in the interests of equity and mobility of staff that plans be similar in principle, e.g., that all be money-purchase or unit-purchase plans rather than some of one type and some of the other as at present.
6. The individual faculty member should be free to contribute to the pension fund in excess of his minimum required contribution if he wishes to do so.

7. The staff member should have maximum freedom of choice as to the arrangements for receiving his pension with respect to its guaranteed duration, the provision he may make for surviving dependents, etc.
8. The cost of the pension should be shared on a 2:1 basis between the university and the staff member.
9. As a protection against the effects of inflation provision should be made so that some portion of pension contributions can be invested in equity securities.
10. The pension plan should be supplemented by an adequate system of group life insurance.

C.A.U.T. SALARY SURVEY

Schedule of Minimum Salaries by Rank as of October 1957

<i>University</i>	<i>Professor</i>	<i>Assoc. Prof</i>	<i>Ass't Prof.</i>	<i>Lecturer</i>
U. B. C.....	\$8000	\$6500	\$5000	\$4000(a)
Victoria (B.C.)	7700	6200	4800	3800(a)
Alberta	8000	6500	5000	4100
Saskatchewan	8000, 9100	6500	5000	4500
Manitoba	7400	6300	5000	5000
United	6400	5300	4500	4000
Western.....	7500	6500	5200	4300
O. V. C.....	6500	5500	4800	4100
O. A. C.....	6500	5500	4800	4100
McMaster.....	8000	6500	5000	4000
Queen's	9000	7000	5500	4000
Carleton	9000	7000	5000	3500
Ottawa	7000	6000	5000	4000
Bishop's	6500	5500	4500	3600
McGill	8000	6500	5000	3500
U. N. B.....	6500	5700	4500	3500
Dalhousie.....	7500	6000	5000	3500
Memorial.....	6800	5500	4400	3400

Note (a) The title used at these institutions for this category is Instructor.

C. A. U. T.
Actual Salaries Paid by

UNIVERSITY	PROFESSORS			ASSOCIATE			
	Highest	Lowest	Median	No.	Highest	Lowest	
U. B. C. (a).....	\$12000	\$8000	\$9250	125	\$8900	\$6500	
Victoria (B.C.) (a).....	10500	8900	8600	3	7700	6200	
Alberta.....	9000	8000	8700	60	7900	6500	
Saskatchewan	A.	8800	8000	8580	47	7700	6500
	B.	9800	9100	9525	15		
Manitoba.....	9200	7400	8000	53	7300	6300	
United.....	6500	6200	—	9	5500	5300	
Western (d).....	11500	7200	8500	33	8100	6500	
O. V. C.....	9500	6800	7600	15	7200	5750	
O. A. C. (b).....	8000	6500	7370	37	7200	5750	
McMaster.....	—	—	9120	19	—	—	
Queen's (c), (d).....	12000	8400	9500	60	10500	6300	
Carleton.....	10500	9000	9100	6	8200	6500	
Ottawa	9600	6000	7250	12	7900	6000	
Bishop's	7800	6250	—	9	6000	5800	
U. N. B.....	8300	6550	6950	22	6250	5700	
Dalhousie.....	7500	5500	—	15	7000	5300	
Memorial	8200	6800	7500	10	6500	5500	

Notes: (a) Those listed as Lecturers have the rank of Instructor.

(b) Median figures given are averages.

(c) Deans included as Professors but extra salary as dean not included.

(d) Median shown for Professors is approximate.

All of the data listed was obtained from official sources.

SALARY SURVEY

Rank as of August 1957

PROFESSOR				ASSISTANT PROFESSOR				LECTURER			
Median	No.	Highest	Lowest	Median	No.	Highest	Lowest	Median	No.	Median	No.
\$7230	89	\$8000	\$5000	\$5960	129	\$5600	\$4000	\$4730	44		
7250	15	7020	4800	5850	14	5000	3800	4400	6		
7250	84	6400	5050	5650	54	4950	4200	4700	9		
7080	58	6300	5200	5700	37	5500	4700	5433	4		
6600	74	6300	5000	5600	68	5000	3300	4500	14		
—	5	4800	4500	—	8	4450	4000	4200	5		
6700	29	6400	4800	5600	30	5500	4000	4500	22		
6450	14	6000	4800	5500	20	4800	4200	4700	3		
6572	39	6250	4800	5651	66	4900	4100	4590	31		
7140	19	—	—	5790	31	—	—	5130	8		
7400	30	7200	5000	6500	30	5900	4000	5000	30		
7500	11	6900	5400	6000	23	5000	3500	—	8		
6950	12	6200	4200	5400	33	4800	4700	—	4		
—	2	5200	4500	—	3	4500	3600	—	4		
6000	22	5520	4500	5000	32	4000	3600	3800	2		
6000	11	5400	4300	5000	19	3500	3000	—	2		
6000	21	4700	4400	4500	17	5000	3400	3900	4		

SIX YEARS OF SALARY PROGRESS

The six years of the CAUT's existence have seen a notable improvement in the salaries paid Canadian university teachers, a development in which the approaching crisis in Canada's higher education and the increased Federal grants have played a significant part, but in which the CAUT and local faculty associations may nevertheless take some pride. A comparison of median figures for 1950-1 and for 1956-7 for a representative sample of 17 institutions shows a gain for all ranks 40.4%. Of the four academic ranks, Full Professors have secured the largest increases with 44.6%. In general, the Maritimes have not kept pace with progress made elsewhere and in three of the four ranks they trail the rest of the country. The smallest gains are those of Maritime Associate Professors with 20.2%. The figures below may afford local salary committees a useful yardstick with which to measure local developments over this period.

<i>Professors</i>	1950-1	1956-7	%Gain..
West	\$5612	\$8076	43.9
Central	5941	8511	43.3
Maritimes.....	3896	5600	43.7
Total	5683	8217	44.6
<i>Associate Professors</i>			
West	\$4610	\$6303	36.7
Central	4708	6594	40.1
Maritimes	3528	4239	20.2
Total	4612	6343	37.5
<i>Assistant Professors</i>			
West	\$3969	\$5287	33.2
Central	3722	5363	44.1
Maritimes	3500	4476	27.9
Total	3833	5238	36.7
<i>Instructors and Lecturers</i>			
West	\$2965	\$4236	42.9
Central	2912	4069	39.7
Maritimes..... under	2000	3421	—
Total	2846	4082	43.4
<i>All Staff</i>			
West	\$4272	\$5993	40.3
Central	4395	6135	39.6
Maritimes	3316	4619	39.3
Total	4183	5874	40.4

Source: "Median Salaries for selected academic years for instructional staff at certain Canadian universities and colleges", Dominion Bureau of Statistics, Higher Education Section, Education Division.

Institutions Included: West: Manitoba, Alberta, Saskatchewan, British Columbia; Central: Bishop's, McGill, Queen's, Toronto, Victoria, Trinity, McMaster, Western; Maritimes: Acadia, Dalhousie, St. Francis Xavier, Mount Allison, New Brunswick.

APPLICATION OF INCREASED FEDERAL GRANTS TO STAFF SALARIES

	<i>Increase in Federal Grant, 1956-7 over 1955-6a</i>	<i>Cost of Salary Increases, 1957-8 fiscal year b</i>
U.B.C.	'56-7 \$ 1,286,833.01	
	'55-6 604,476.00	\$682,357.01
Victoria Coll.	'56-7 \$ 96,817.06	
	'55-6 37,257.75	\$ 59,559.31
		\$ 14,200.
Alberta	'56-7 \$ 1,099,916.92	
	'55-6 525,804.50	\$574,112.42
		\$340,000.
Saskatchewan	'56-7 \$ 759,430.89	
	'55-6 380,358.65	\$379,072.24
		\$201,000.
Brandon	'56-7 \$ 30,317.53	
	'55-6 14,942.40	\$ 15,375.13
United.....	'56-7 \$ 121,845.58	
	'55-6 58,411.20	\$ 63,434.38
		\$ 17,630.c
Manitoba.....	'56-7 \$ 592,917.35	
	'55-6 306,913.50	\$286,003.85
		\$200,000.
O.A.C.	'56-7 \$ 160,661.63	
	'55-6 81,891.40	\$ 78,770.23
		\$ 40,000.c
O.V.C.	'56-7 \$ 67,550.85	
	'55-6 37,576.75	\$ 29,974.10
		\$ 16,500.c
McMaster.....	'56-7 \$ 280,380.90	
	'55-6 136,312.90	\$144,068.00
		\$ 80,500.
Queen's.....	'56-7 \$ 634,571.56	
	'55-6 327,824.75	\$306,746.81
		\$218,057.
Western.....	'56-7 \$ 595,185.82	
	'55-6 289,211.40	\$305,974.42
Carleton	'56-7 \$ 126,756.49	
	'55-6 58,049.60	\$ 68,706.39
		\$ 65,500.
Ottawa.....	'56-7 \$ 375,318.55	
	'55-6 180,109.25	\$195,209.30
		\$ 76,350.
Toronto	'56-7 \$ 1,837,461.02	
	'55-6 931,385.10	\$906,075.92
Waterloo.....	'56-7 \$ 86,068.15	
	'55-6 39,390.80	\$ 46,677.35
Assumption	'56-7 \$ 128,323.92	
	'55-6 56,494.70	\$ 71,829.22
St. F. X.....	'56-7 \$ 186,190.41	
	'55-6 92,409.90	\$ 93,780.51
Dalhousie.....	'56-7 \$ 226,909.86	
	'55-6 110,850.90	\$116,058.96
		\$103,000.
Acadia.....	'56-7 \$ 105,373.29	
	'55-6 52,078.75	\$ 53,294.54
U.N.B.....	'56-7 \$ 249,227.24	
	'55-6 114,055.20	\$135,172.04
		\$ 72,890.
Memorial	'56-7 \$ 415,074.00	
	'55-6 206,000.00	\$209,074.00
		\$ 22,000.

a. Dominion Bureau of Statistics figures.

b. Figures from the CAUT Salary Survey, 1957.

c. Approximate figures.

SALARY DISTRIBUTION AND MEDIAN SALARIES, 1956-57

The two tables below give salary distribution by ranks and the median salaries in four major fields for 3,954 university teachers, including 113 deans. The figures display in summary fashion the general picture of salaries in Canadian universities and colleges in 1956-7. They are based on data for 48 institutions and include all full-time staff as of January 1, 1957. (Source: D.B.S. Salaries and Qualifications of Teachers in Universities and Colleges, 1956-57.)

A. Distribution by Ranks

<i>Salary Range</i>	<i>Dean</i>	<i>Prof.</i>	<i>Assoc. Prof.</i>	<i>Asst. Prof.</i>	<i>Ungraded Prof.</i>	<i>Lectr. & Instr.</i>	<i>Total</i>
\$15,000 & over ..	7	8					15
14-14,999	5	3					8
13-13,999	2	7					9
12-12,999	11	14					25
11-11,999	9	10	1				20
10-10,999	12	51	5	1			69
9-9,999	20	103	6				129
8-8,999.....	17	330	27	5	1	3	383
7-7,999	12	255	104	18	3	2	394
6-6,999	9	168	432	84	2	17	712
5-5,999	5	80	271	544	10	35	945
4-4,999	4	35	46	397	9	376	867
3-3,999.....		2	22	32	20	254	330
2-2,999				4	3	37	44
Under 2,000						4	4
No. reported.....	113	1066	914	1085	48	728	3954
Medians.....	\$9475	7973	6273	5201	4111	4184	5775

B. Median Salaries by Ranks and Fields

	<i>Prof.</i>	<i>Assoc. Prof.</i>	<i>Asst. Prof.</i>	<i>Ungraded Prof.</i>	<i>Lectr. & Instr.</i>	<i>Total</i>
1. <i>Humanities</i>						
Median	7762	6265	5045	3727	3964	5349
No.	192	160	205	16	199	772
2. <i>Social Sciences</i>						
Median.....	7894	6247	5071	5800	4289	5589
No.....	232	221	260	14	200	927
3. <i>Physical Sciences</i>						
Median.....	7823	6102	5151	4063	4236	5715
No.....	340	308	349	17	185	1199
4. <i>Biological Sciences</i> (including medicine)						
Median.....	8294	6509	5436	a.	4214	6186
No.....	302	222	271	1	144	940

a. Median not calculated: number too small.

THE RANKING OF UNIVERSITY TEACHERS, 1956-7

	<i>Deans</i>	<i>Profs.</i>	<i>Assoc. Profs.</i>	<i>Asst. Profs.</i>	<i>Un- graded</i>	<i>Lectrs.</i>	<i>Total & Instrs.</i>
1. ALL CANADA							
(48 inst.)*	113 %	1066 26.96	914 23.12	10.85 27.44	48 1.21	728 18.41	3954
2. BY FIELD							
Humanities	No. %	192 24.87	160 20.73	205 26.55	16 2.07	199 25.78	772
Soc. Sci.....	No. %	232 25.03	221 23.84	260 28.05	14 1.51	200 21.57	927
Biol. Scis.	No. %	302 32.13	222 23.62	271 28.83	1 —	144 15.32	940
Phys. Scis.....	No. %	340 28.36	308 25.69	349 29.11	17 1.42	185 15.43	1199
3. BY REGION							
Atlantic	No. %	22 5.68	102 26.36	98 25.32	108 27.91	9 2.33	48 12.40
Quebec	No. %	20 2.31	244 28.21	206 23.82	236 27.28	34 3.93	125 14.45
Ontario	No. %	30 1.95	428 27.81	291 18.91	417 27.10	5 0.32	368 23.91
West	No. %	41 3.53	292 25.11	319 27.43	324 27.86	— —	187 16.08
4. BY SIZE OF INSTITUTION							
Over 500 students No. (5 insts.)	No. %	30 2.10	369 25.86	318 22.88	388 27.19	— —	322 22.56
2000-5000 enrol... No. (7 insts.)	No. %	39 2.96	386 29.26	356 26.99	343 26.00	— —	195 14.78
1000-2000 enrol... No. (6 insts.)	No. %	19 4.52	115 27.38	89 21.19	134 31.90	— —	63 15.00
500-1000 enrol.... No. %	No. 3.27	18 23.27	128 20.55	113 31.09	171 4.36	24 17.45	96 550
Under 500 enrol... No. (20 insts.)	No. %	7 2.94	68 28.57	38 15.97	49 20.59	24 10.08	52 21.85
5. BY CONTROL OF INSTITUTION							
Govt. Control..... No. (13 insts.)	No. %	81 2.76	572 25.87	556 25.15	622 28.13	— —	400 18.09
Church Control .. No. (29 insts.)	No. %	32 3.64	250 28.47	166 18.91	224 25.51	43 4.90	163 18.56
Independent	No. (6 insts.)	20 2.31	244 28.21	192 22.20	239 27.63	5 0.58	165 19.08

Source: D.B.S. Salaries and Qualifications of Teachers in Universities and Colleges — 1956-1957.

*Lay and clerical staff on same scale.

NEWS ITEMS

The Executive Council meetings held in Ottawa June 10th and 11th, were marked by the largest attendance in the history of the Association. The list of those who attended follows:

Present as Delegates: Professors H. W. McCready (McMaster) President; V. C. Fowke (Sask.) Past President; M. S. Donnelly (Man.) Vice-President; N. D. Lane (McMaster) Secretary; R. C. McIvor (McMaster) Treasurer; Marion Smith (B.C.); A. T. Elder (Alta.); D. R. Cherry (Sask.); W. D. Smith (Brandon); W. G. Stobie (Man.); R. G. E. Murray (Western); J. E. L. Graham (McMaster); J. Oughton (O.A.C.); J. P. Gilman (O.V.C.); K. C. Fisher (Toronto); D. W. Slater (Queen's); Pauline Jewett (Carleton); P. Martineau (Montreal); J. W. O'Brien (Sir Geo. Wms.); E. Counsell (McGill); R. Tremblay (Laval); A. W. Preston (Bishop's); H. Whalen (U.N.B.); T. C. Noel (Memorial); A. S. Mowat (Dalhousie).

Invited by the Officers: F. S. Howes (McGill) Editor of the *Bulletin*; P. Smith (Sask.); R. W. Thompson (McMaster).

Alternates: G. O. B. Davies (B.C.); W. C. Gibson (B.C.); J. A. McDonald (B.C.); C. L. Barber (Man.); R. W. Torrens (Western); C. R. Myers (Toronto); B. Wand (Carleton); T. Brewis (Carleton); H. E. English (Carleton); T. A. Judson (Bishop's); F. W. Cogswell (N.B.); G. M. Story (Memorial); G. Gaundrey (Memorial).

Observers: W. H. Hickman (Victoria College, B.C.); A. A. Thibault (Assumption); L. Ouellet (Ottawa); V. Linis (Ottawa); R. D. Mitchener (D.B.S., Ottawa); C. Boucher (Sherbrooke).

A. "C.R.E.F." Plan for Canada. Professor Brewis reported that the low rate of interest in the United States and the fluctuations of the exchange rate between the United States and the Canadian dollar might discourage Canadian University Teachers from joining the College Retirement Equities Fund plan and suggested that the Teachers' Insurance Association of America be encouraged to set up a Canadian "C.R.E.F." plan. It was noted that the University of British Columbia and University of Alberta already subscribed to C.R.E.F. It was suggested that the CAUT President write to C.R.E.F. for further information.

Maritime Salary Survey. Professor McCready reported that a committee composed of Professors Noel, Cunningham and Thorburn, had been formed to study the Maritimes salary situation. Professor McCready suggested that since the D.B.S. 1956-7 salary survey will be forthcoming in August 1957, the Maritimes salary committee might be expected to report to the next meeting of the Council.

Academic Freedom in South Africa. The following resolution was approved at the Annual Meeting:

Members of the CAUT have observed with deep concern and regret the character of the legislation proposed by the Government of the Union of South Africa, which, when enacted, will undermine traditions of academic freedom and indeed freedom of speech itself long established in democratic countries. We, therefore, feel compelled as members of the international and Commonwealth community of university teachers to express our sympathy with our colleagues in South Africa in their present position and to associate ourselves with the protests already made by the Vice-Chancellors of Universities in the United Kingdom and by members of the National Conference of Canadian Universities. In common with these we do not presume to comment upon the political aspects of the internal policy of another Commonwealth country. From the academic point of view, however, we must reassert the basic right of a University in a free society to decide who shall teach, who shall be taught and what shall be taught.

to carry a child's voice . . .

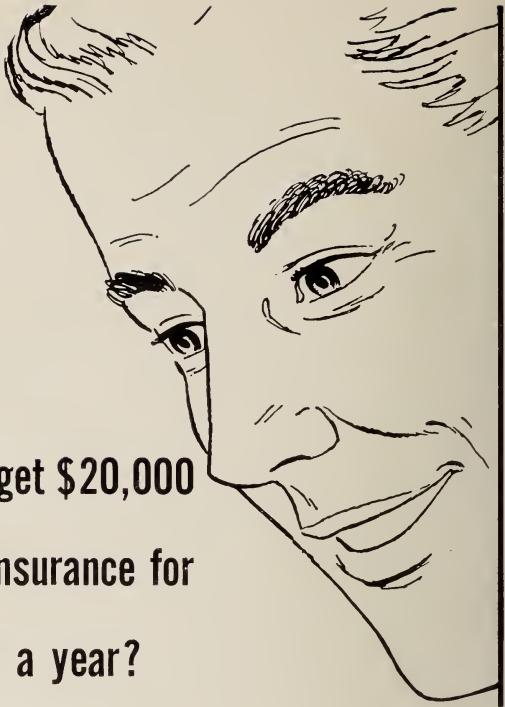


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